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| Description: DEPED-NEW_e78wysqt  **GRADES 1 to 12**  **DAILY LESSON LOG** | **School:** | **DepEdClub.com** | **Grade Level:** | **VI** |
| **Teacher:** |  | **Learning Area:** | **ENGLISH** |
| **Teaching Dates and Time:** | **JANUARY 4 – 6, 2023 (WEEK 7)** | **Quarter:** | **2ND QUARTER** |

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|  | **MONDAY** | **TUESDAY** | **WEDNESDAY** | **THURSDAY** | **FRIDAY** |

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| **I. OBJECTIVES** |  | | | | | | | | |
| **A. Content Standards** | The learner demonstrates understanding...   * of various elements in orally communicating information * of various non-verbal elements in orally communicating information * of the oral standards of English in order to participate in various oral communication demands (situation, purpose and audience) * that the English language is stress timed to support comprehension * that a change in stress entails a change of meaning to evaluate the speaker’s / author’s purpose and meaning * of the command of the conventions of standard English grammar and usage when writing or speaking * of different formats to write for a variety of audiences and purposes * to express ideas effectively in formal and informal compositions to fulfill their own purposes for writing * of non-verbal communication to communicate with others * of verbal and non-verbal elements of communication to respond back | | | | | | | | |
| **B. Performance Standards** | The learner...   * orally communicates information, opinions, and ideas effectively to different audiences using a variety of literary activities and purposes * prepares for and participates effectively in a range of conversations and collaboration with diverse partners, building on others’ ideas and expressing their own clearly and persuasively * reads with sufficient accuracy and fluency to support comprehension * uses knowledge of stress and intonation of speech to appropriately evaluate the speaker’s intention, purpose and meaning * uses the correct function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in various discourse (oral and written) * speaks and writes using good command of the conventions of standard English * drafts texts using appropriate text types for a variety of audiences and purposes * edits, rewrites/ revises and publishes texts using appropriate text types for a variety of audiences and purposes * applies knowledge of non-verbal skills to respectfully give the speaker undivided attention and acknowledge the message * uses paralanguage and non-verbal cues to respond appropriately * uses a variety of strategies to provide appropriate feedback | | | | | | | | |
| **C. Learning Competencies** | **EN6F-IIg-1.6; EN6F-IIg-1.3; EN6F-IIg-1.7**  Read grade level text with accuracy, appropriate rate, and proper expression.  **EN6OL- IIg-5**  Share brief impromptu remarks about topics of interest  **EN6G-IIg-7.3.1; EN6G-IIg- 7.3.2**  Compose clear and coherent sentences using appropriate grammatical structures: *Preposition and prepositional phrases*  **EN6A-IIg-17**  Show tactfulness when communicating with others  **EN46A-IIg-18**  Show openness to criticism | **EN6F-IIg-1.6; EN6F-IIg-1.3; EN6F-IIg-1.7**  Read grade level text with accuracy, appropriate rate, and proper expression.  **EN6G-IIg-7.3.1; EN6G-IIg-7.3.2**  Compose clear and coherent sentences using appropriate grammatical structures: *Preposition and prepositional phrases*  **EN6A-IIg-17**  Show tactfulness when communicating with others  **EN46A-IIg-18**  Show openness to criticism | | | | | | | **EN6G-IIg-7.3.1; EN6G-IIg-7.3.2**  Compose clear and coherent sentences using appropriate grammatical structures: *Preposition and prepositional phrases*  **EN46A-IIg-18**  Show openness to criticism |
| **II. CONTENT** | Prepositions | | | |  | | --- | |  |   Prepositional Phrases | | | | | |
| **III. LEARNING RESOURCES** |  |  | |  | |  | | |  |
| 1. **References** |  |  | |  | |  | | |  |
| 1. Teacher’s Guide pages |  |  | |  | |  | | |  |
| 2. Learner’s Materials pages |  |  | |  | |  | | |  |
| 3. Textbook pages | English for You and Me 6 (Language). 2011. pp 152-153  New Horizons in Learning English I. 1999. P.165  English Arts I. 2000. pp.251-252 | | | | | | | | |
| 4. Additional Materials from Learning Resource (LR) portal | Activity Sheet in English 6  (Quarter 2: Week 7) | | | | | | | | |
| B. Other Learning Resources | BEAM-DLP5 Module 40 and 57- Using Prepositions and Prepositional Phrases  \* MISOSA 5 Module 6- Using Prepositions and Prepositional Phrases  \* EN4LM pp.332  \* EN4TG pp.352-353 | | \*BEAM-DLP5 Module 40 and 57- Using  \* Prepositions and Prepositional Phrases  \* MISOSA 5 Module 6- Using Prepositions and Prepositional Phrases  \*https://freestoriesforkids.co m/ children/stories-and-tales/poor-bunnys-magic-present  \* Sacristan, Pedro Pablo. "The Poor Bunny's Magic Present."  www.freestoriesforkids.com. Accessed July 28, 2017.  \* EN4LM pp.349  \* EN4TG pp.364-365 | | \*BEAM-DLP5 Module 40 and 57- Using  \* Prepositions and Prepositional Phrases  \* MISOSA 5 Module 6- Using Prepositions and Prepositional Phrases  \* EN4TG pp. 374-375  \*EN4LM pp.  https://www.youtube.com/wat ch?v=eF6LE4P\_bEU  *Preposition Sing Along Song*. Produced by Jason Smith and Adam Smith. Youtube.  January 20, 2015. Accessed July 28, 2017. https://www.youtube.com/wat ch?v=eF6LE4P\_bEU. . | | \*http://www.flyingwords.com/preposition-poem.html  "Preposition Poem." Flying Words. Accessed July 28, 2017. http://www.flyingwords.com/preposition-poem.html.  \*BEAM-DLP5 Module 40 and 57- Using  \* Prepositions and Prepositional Phrases  \* MISOSA 5 Module 6- Using Prepositions and Prepositional Phrases  \* EN4TG pp. 374-375  \*EN4LM pp. 358-360;366-369  Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more | | |
| **IV. PROCEDURES** |  | | | | | | | | |
| 1. **Review/Presenting New Lesson** | Show some sentences on the board and ask the learners to identify the adverbs of time learned from last week’s lesson. Ask them to circle the adverbs used. | Read “To the Learner” and “Let’s Learn This”  Activity Sheet in English 6 (Quarter 2: Week 7-Day 2 p.1) | | Check the previous day’s task given to the learners. Call on them to share their answers to class. | | | | Do “Let’s Try This” Task 1: Looking Back  Activity Sheet in English 6 (Quarter 2: Week 7-Day 4&5 p.1) | |
| 1. Establishing a purpose for the lesson | Read “To the Learner” and “Let’s Learn This”  Activity Sheet in English 6 (Quarter 2: Week 7-Day 1 p.1) |  | | Read “To the Learner” and “Let’s Learn This”  Activity Sheet in English 6 (Quarter 2: Week 7-Day 3 p.1) | | | | Do “Let’s Try This” Task 2: Talk About It  Activity Sheet in English 6 (Quarter 2: Week 7-Day 4&5 p.2) | |
| 1. **Presenting examples/ instances of the new lesson** | Do “Let’s Try This” Task 1: Picture Analysis  Activity Sheet in English 6 (Quarter 2: Week 7-Day 1 p.1) | Do “Let’s Try This” Task 1: To the Principal’s Office  Activity Sheet in English 6 (Quarter 2: Week 7-Day 2 p.1) | | Do “Let’s Try This” Task 1: Looking Back  Activity Sheet in English 6 (Quarter 2: Week 7-Day 3 p.1) | | | | Read “Let’s Read This”  Activity Sheet in English 6 (Quarter 2: Week 7-Day 4&5 p.3) | |
| 1. Discussing new concepts and practicing new skills #1 | Do “Let’s Try This” Task 2: Read Along.  After reading it to the learners, let them read it aloud, observing accuracy, appropriate rate, and proper expression.  Activity Sheet in English 6 (Quarter 2: Week 7-Day 1 p.2) | Do “Let’s Try This” Task 2: Talk About It  Activity Sheet in English 6 (Quarter 2: Week 7-Day 2 p.1) | | Watch the film clip on “Let’s Study This”  Activity Sheet in English 6 (Quarter 2: Week 7-Day 3 p.2) | | | | Discuss “Let’s Study This”  Activity Sheet in English 6 (Quarter 2: Week 7-Day 4&5 p.3) | |
| 1. Discussing new concepts and practicing new skills #2 | Discuss “Let’s Study This”  Activity Sheet in English 6 (Quarter 2: Week 7-Day 1 p.2) | Read and discuss “Let’s Study This”  Activity Sheet in English 6 (Quarter 2: Week 7-Day 2  p.1-2) | |  | | | | Do “Let’s Do This” Task 3: Try This  Activity Sheet in English 6 (Quarter 2: Week 7-Day 4&5 p.4) | |
| 1. Developing mastery (leads to Formative Assessment 3) | Do “Let’s Do This” Task 3: Choosy Me!  Activity Sheet in English 6 (Quarter 2: Week 7-Day 1 p.3) | Do “Let’s Do This” Task 3: Choosy Me!  Activity Sheet in English 6 (Quarter 2: Week 7-Day 2 p.3) | | Do “Let’s Do This” Task 3: Choosy Me!  Activity Sheet in English 6 (Quarter 2: Week 7-Day 3 p.2) | | | | Do “Let’s Do More” Task 4: Charades!  Activity Sheet in English 6 (Quarter 2: Week 7-Day 4&5 p.4) | |
| 1. Finding practical applications of concepts and skills in daily living | Do “Let’s Do More” Task 4: Pair Up  Activity Sheet in English 6 (Quarter 2: Week 7-Day 1 p.3) | Do “Let’s Do More” Task 4: Pair Up!  Activity Sheet in English 6 (Quarter 2: Week 7-Day 2 p.3) | | Do “Let’s Do More” Task 4: Groupfie!  Activity Sheet in English 6 (Quarter 2: Week 7-Day 3 p.3) | | | |  | |
| 1. Making generalizations and abstractions about the lesson | Read “Let’s Remember This”  Activity Sheet in English 6 (Quarter 2: Week 7-Day 1 p.3) | Read “Let’s Remember This”  Activity Sheet in English 6 (Quarter 2: Week 7-Day 2 p.3) | | Read “Let’s Remember This”  Activity Sheet in English 6 (Quarter 2: Week 7-Day 3 p.3) | | | | Read “Let’s Remember This”  Activity Sheet in English 6 (Quarter 2: Week 7-Day 4&5 p.4) | |
| 1. Evaluating learning | Do “Let’s Test Ourselves” Task 5: Testing…1,2,3!  Activity Sheet in English 6 (Quarter 2: Week 7-Day 1&2 p.3) | Do “Let’s Test Ourselves” Task 5: Testing…1,2,3!  Activity Sheet in English 6 (Quarter 2: Week 7-Day 2 p.3) | | Do “Let’s Test Ourselves” Task 5: Testing…1,2,3!  Activity Sheet in English 6 (Quarter 2: Week 7-Day 3 p.3) | | | | Do “Let’s Test Ourselves” Task 5: Testing...1.2.3!  Activity Sheet in English 6 (Quarter 2: Week 7-Day 4&5 p.5) | |
| 1. Additional activities for application or remediation | Use the emergency exit route that you have in your classroom. Write the directions going to your Principals office using the different prepositions that we’ve learned. Take note that the starting point is your classroom. | Choose any of the following topics or you can think of your own:   * favorite pet * dream job * favorite drama * favorite artist/singer   Be ready to tell something about it using **to** and **from.** | | Think of a song or any poem that uses prepositional phrase. Sing or read it for the class tomorrow. | | | | Do “Let’s Test Ourselves” Task 6: Groupfie!  Activity Sheet in English 6 (Quarter 2: Week 7-Day 4&5 p.5) | |
| **V. REMARKS** |  | | | | | | | | |
| **VI. REFLECTION** |  | | | | | | | | |

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| **A. No. of learners earned 80% in evaluation.** | \_\_\_Lesson carried. Move on to the next objective.  \_\_\_Lesson not carried.  \_\_\_\_\_% of the pupils got 80% mastery | \_\_\_Lesson carried. Move on to the next objective.  \_\_\_Lesson not carried.  \_\_\_\_\_% of the pupils got 80% mastery | \_\_\_Lesson carried. Move on to the next objective.  \_\_\_Lesson not carried.  \_\_\_\_\_% of the pupils got 80% mastery | \_\_\_Lesson carried. Move on to the next objective.  \_\_\_Lesson not carried.  \_\_\_\_\_% of the pupils got 80% mastery | \_\_\_Lesson carried. Move on to the next objective.  \_\_\_Lesson not carried.  \_\_\_\_\_% of the pupils got 80% mastery |
| **B. No. of learners who require additional activities for remediation.** | \_\_\_ of Learners who require additional activities for remediation | \_\_\_ of Learners who require additional activities for remediation | \_\_\_ of Learners who require additional activities for remediation | \_\_\_ of Learners who require additional activities for remediation | \_\_\_ of Learners who require additional activities for remediation |
| **C. Did the remedial lessons work? No. of learners who have caught up with the lesson** | \_\_\_Yes \_\_\_No  \_\_\_\_ of Learners who caught up the lesson | \_\_\_Yes \_\_\_No  \_\_\_\_ of Learners who caught up the lesson | \_\_\_Yes \_\_\_No  \_\_\_\_ of Learners who caught up the lesson | \_\_\_Yes \_\_\_No  \_\_\_\_ of Learners who caught up the lesson | \_\_\_Yes \_\_\_No  \_\_\_\_ of Learners who caught up the lesson |
| **D. No. of learners who continue to require remediation.** | \_\_\_ of Learners who require additional activities for remediation | \_\_\_ of Learners who require additional activities for remediation | \_\_\_ of Learners who require additional activities for remediation | \_\_\_ of Learners who require additional activities for remediation | \_\_\_ of Learners who require additional activities for remediation |
| **E. Which of my teaching strategies worked well? Why did these work?** | **Strategies used that work well:**  \_\_\_ Group collaboration \_\_\_ Games  \_\_\_ Power PointPresentation \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Discussion \_\_\_ Case Method  \_\_\_ Think-Pair-Share (TPS) \_\_\_ Rereading of Paragraphs/Poems/Stories  \_\_\_ Differentiated Instruction \_\_\_ Role Playing/Drama \_\_\_ Discovery Method \_\_\_ Lecture Method  **Why?**  \_\_\_ Complete Ims  \_\_\_ Availability of Materials \_\_\_ Pupils’ eagerness to learn \_\_\_ Group member’s Cooperation in doing their tasks | **Strategies used that work well:**  \_\_\_ Group collaboration \_\_\_ Games  \_\_\_ Power PointPresentation \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Discussion \_\_\_ Case Method  \_\_\_ Think-Pair-Share (TPS) \_\_\_ Rereading of Paragraphs/Poems/Stories  \_\_\_ Differentiated Instruction \_\_\_ Role Playing/Drama \_\_\_ Discovery Method \_\_\_ Lecture Method  **Why?**  \_\_\_ Complete Ims  \_\_\_ Availability of Materials \_\_\_ Pupils’ eagerness to learn \_\_\_ Group member’s Cooperation in doing their tasks | **Strategies used that work well:**  \_\_\_ Group collaboration \_\_\_ Games  \_\_\_ Power PointPresentation \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Discussion \_\_\_ Case Method  \_\_\_ Think-Pair-Share (TPS) \_\_\_ Rereading of Paragraphs/Poems/Stories  \_\_\_ Differentiated Instruction \_\_\_ Role Playing/Drama \_\_\_ Discovery Method \_\_\_ Lecture Method  **Why?**  \_\_\_ Complete Ims  \_\_\_ Availability of Materials \_\_\_ Pupils’ eagerness to learn \_\_\_ Group member’s Cooperation in doing their tasks | **Strategies used that work well:**  \_\_\_ Group collaboration \_\_\_ Games  \_\_\_ Power PointPresentation \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Discussion \_\_\_ Case Method  \_\_\_ Think-Pair-Share (TPS) \_\_\_ Rereading of Paragraphs/Poems/Stories  \_\_\_ Differentiated Instruction \_\_\_ Role Playing/Drama \_\_\_ Discovery Method \_\_\_ Lecture Method  **Why?**  \_\_\_ Complete Ims  \_\_\_ Availability of Materials \_\_\_ Pupils’ eagerness to learn \_\_\_ Group member’s Cooperation in doing their tasks | **Strategies used that work well:**  \_\_\_ Group collaboration \_\_\_ Games  \_\_\_ Power PointPresentation \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Discussion \_\_\_ Case Method  \_\_\_ Think-Pair-Share (TPS) \_\_\_ Rereading of Paragraphs/Poems/Stories  \_\_\_ Differentiated Instruction \_\_\_ Role Playing/Drama \_\_\_ Discovery Method \_\_\_ Lecture Method  **Why?**  \_\_\_ Complete Ims  \_\_\_ Availability of Materials \_\_\_ Pupils’ eagerness to learn \_\_\_ Group member’s Cooperation in doing their tasks |
| **F. What difficulties did I encounter which my principal or supervisor can help me solve?** | \_\_ Bullying among pupils  \_\_ Pupils’ behavior/attitude  \_\_ Colorful Ims  \_\_ Unavailable Technology Equipment (AVR/LCD)  \_\_ Science/ Computer Internet Lab  \_\_ Additional Clerical works \_\_Reading Readiness \_\_Lack of Interest of pupils | \_\_ Bullying among pupils  \_\_ Pupils’ behavior/attitude  \_\_ Colorful Ims  \_\_ Unavailable Technology Equipment (AVR/LCD)  \_\_ Science/ Computer Internet Lab  \_\_ Additional Clerical works \_\_Reading Readiness \_\_Lack of Interest of pupils | \_\_ Bullying among pupils  \_\_ Pupils’ behavior/attitude  \_\_ Colorful Ims  \_\_ Unavailable Technology Equipment (AVR/LCD)  \_\_ Science/ Computer Internet Lab  \_\_ Additional Clerical works \_\_Reading Readiness \_\_Lack of Interest of pupils | \_\_ Bullying among pupils  \_\_ Pupils’ behavior/attitude  \_\_ Colorful Ims  \_\_ Unavailable Technology Equipment (AVR/LCD)  \_\_ Science/ Computer Internet Lab  \_\_ Additional Clerical works \_\_Reading Readiness \_\_Lack of Interest of pupils | \_\_ Bullying among pupils  \_\_ Pupils’ behavior/attitude  \_\_ Colorful Ims  \_\_ Unavailable Technology Equipment (AVR/LCD)  \_\_ Science/ Computer Internet Lab  \_\_ Additional Clerical works \_\_Reading Readiness \_\_Lack of Interest of pupils |
| **G. What innovation or localized materials did I use/discover which I wish to share with other teachers?** | **Planned Innovations:**  \_\_ Localized Videos  \_\_ Making use big books from views of the locality  \_\_ Recycling of plastics to be used as Instructional Materials  \_\_ local poetical composition \_\_Flashcards | **Planned Innovations:**  \_\_ Localized Videos  \_\_ Making use big books from views of the locality  \_\_ Recycling of plastics to be used as Instructional Materials  \_\_ local poetical composition \_\_Flashcards | **Planned Innovations:**  \_\_ Localized Videos  \_\_ Making use big books from views of the locality  \_\_ Recycling of plastics to be used as Instructional Materials  \_\_ local poetical composition \_\_Flashcards | **Planned Innovations:**  \_\_ Localized Videos  \_\_ Making use big books from views of the locality  \_\_ Recycling of plastics to be used as Instructional Materials  \_\_ local poetical composition \_\_Flashcards | **Planned Innovations:**  \_\_ Localized Videos  \_\_ Making use big books from views of the locality  \_\_ Recycling of plastics to be used as Instructional Materials  \_\_ local poetical composition \_\_Flashcards |